



2020 – 2021 EDUCATION PLAN

Arrowwood Community School

Mission

Inspiring Leaders: Empowering learning, creativity and community connections.

Vision

At Arrowwood Community School we provide opportunities to:

Develop habits of effective leaders

Practice lifelong learning

Connect with community

Embrace diversity and individuality

Accountability Pillar Overall Summary

Arrowwood School May 2020

Measure Category	Measure	Arrowwood Community School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	91.9	87.0	89.0	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	84.3	73.6	79.5	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	92.6	92.4	92.6	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	*	16.3	13.8	2.7	2.6	2.7	*	*	*
Student Learning Achievement (Grades K-9)	PAT: Acceptable	50.0	78.6	66.3	73.8	73.6	73.6	Very Low	Declined	Concern
	PAT: Excellence	9.0	16.1	17.5	20.6	19.9	19.6	Very Low	Maintained	Concern
	Work Preparation	83.3	100	90.6	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	87.0	80.3	86.6	82.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	78.6	91.1	88.9	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	School Improvement	92.1	81.8	82.0	81.0	80.3	81.0	Very High	Maintained	Excellent

Summary Comment:

Almost all current data has shown a numeric improvement. Overall we are maintaining a Good to Excellent indicator on the Measure Evaluation. We have shown improvement in the area of Safe and Caring, as this was an area that was indicated as an area of focus. Please note that the Provincial Achievement Test data is from tests completed in 2019.

Mathematics Intervention/Programming Instrument (MIPI) Data Snapshot

Grade 3

87%	50%	50%	53%	33%	87%	50%	87%	50%	83%	50%	100%	83%	87%	67%	87%	50%	87%	50%	17%	87%	0%	17%		
N2	N2	PR3	PR1	PR1	SS1	SS1	SP2	SP2	SP2	SS8	N1	N1	N4	N4	N9	N9	N9	N9	N9	N9	N9	N9		
1. The row that has only even numbers is _____.	2. The row that has only odd numbers is _____.	3. These animals can be sorted by _____.	4. The element that comes next in this repeating pattern is _____.	5. In this repeating pattern, the number of scoops in the next ice cream cone will be _____.	6. The day of the week the month of September starts on is _____.	7. The date for pizza night is _____.	8. The number of students who reported apples as their favorite fruit is _____.	9. The least favorite fruit reported is _____.	10. The most favorite fruit reported is _____.	11. How are the two groups sorted? _____.	1. The next number in the counting pattern is _____.	2. The missing number in the counting pattern is _____.	3. The number represented by the ten frames above is _____.	4. The number represented by the base ten blocks above is _____.	5. Add $27 + 12 =$ _____.	6. Add $30 + 10 =$ _____.	7. Add $59 + 12 =$ _____.	8. Add $95 + 15 =$ _____.	9. Subtract $27 - 12 =$ _____.	10. Subtract $65 - 14 =$ _____.	11. Subtract $31 - 29 =$ _____.	12. Subtract $95 - 19 =$ _____.		

Grade 4

57%	14%	88%	88%	43%	57%	57%	14%	43%	43%	71%	57%	57%	14%	57%	29%	43%	57%	43%	57%	14%	29%	43%	57%		
N13	PR1	PR2	PR4	PR3	SS1	SS2	SS4	SS8	SS8	SP2	SP2	N2	N2	N9	N9	N9	N9	N9	N9	N11	N11	N12	PR1	PR2	SS3
1. The fraction of the cards that is shaded is _____.	2. At the fair problem, the team will run a distance of _____.	3. The best description for this pattern is _____.	4. $5 + 2 = 7$. The Δ is equal to _____.	5. An equal pattern that has gaps. The only rule Ann used is _____.	6. Which of the following activities would take the longest amount of time? _____.	7. The number of minutes in one hour is _____.	8. The best rule for creating the names of the boys' names is _____.	9. The number of vertices on a cube is _____.	10. The object that has no faces, no vertices and no edges is a _____.	11. The most popular sport is _____.	12. The number of diabetics who like basketball is _____.	1. The number represented by the base ten blocks above is _____.	2. The number represented by the base ten blocks above is _____.	3. Add $72 + 10 =$ _____.	4. Add $86 + 27 =$ _____.	5. Add $64 + 53 =$ _____.	6. Subtract $80 - 16 =$ _____.	7. Subtract $209 - 239 =$ _____.	8. Multiply $9 \times 5 =$ _____.	9. Multiply $4 \times 3 =$ _____.	10. Divide $15 \div 3 =$ _____.	11. The number patterns in Group A and Group B are related by _____.	12. The number of blocks in the next element of the pattern is _____.	13. The length of the black line in cm is _____.	

Grade 5

80%	80%	80%	80%	20%	20%	4%	80%	80%	40%	80%	80%	80%	80%	20%	40%	20%	40%	40%	100%	40%	40%	40%	100%	0%	4%	
N1	N1	N2	N7	N8	N10	N8	PR8	PR8	SS1	SS1	SS3	SS8	SS4	SS8	SP2	SP2	N1	N1	N2	N2	N9	N9	N9	N9	PR2	
1. In the number 411, the value of 4 is _____.	2. The number that has the greatest value is _____.	3. The number incorrectly placed on the number line is _____.	4. Estimate the sum of 199 and 227. If an student could make the estimate? _____.	5. The pattern for the area of a square is _____.	6. The perimeter of the square is _____.	7. The perimeter of the square is _____.	8. The perimeter of the square is _____.	9. The perimeter of the square is _____.	10. The perimeter of the square is _____.	11. The perimeter of the square is _____.	12. The area of the rectangle is _____.	13. The area of the rectangle is _____.	14. The perimeter of the square is _____.	15. The object that is a rectangular prism is _____.	1. The number represented by the base ten blocks above is _____.	2. The number represented by the base ten blocks above is _____.	3. Add $1925 + 2850 =$ _____.	4. Subtract $840 - 600 =$ _____.	5. Add $3.55 + 2.73 =$ _____.	6. Multiply $8 \times 2 =$ _____.	7. Multiply $1.8 \times$ _____.	8. Multiply $36 \times 7 =$ _____.	9. Multiply $24 \times 7 =$ _____.	10. Divide $31 \div 5 =$ _____.	11. $11 \div 2 = 5.5$. _____.	12. The number of students who are _____.

Grade 6

57%	71%	0%	0%	14%	0%	0%	14%	0%	71%	43%	57%	20%	57%	0%	29%	43%	14%	14%	14%	0%	0%	14%	14%	4%	29%	0%	
N1	N1	N7	N7	N8	N9	SS2	SS4	SS8	SS4	SS8	SP2	SP2	SP2	N2	N3	N3	N3	N3	N3	N3	N3	N3	N3	N3	N3	PR2	SS2
1. The number 605,000 has the same value as the number 605,000,000.	2. The area of a square with side length 10 is _____.	3. The perimeter of the square is _____.	4. The perimeter of the square is _____.	5. The perimeter of the square is _____.	6. The perimeter of the square is _____.	7. The perimeter of the square is _____.	8. The perimeter of the square is _____.	9. The perimeter of the square is _____.	10. The perimeter of the square is _____.	11. The perimeter of the square is _____.	12. The perimeter of the square is _____.	13. The perimeter of the square is _____.	14. The perimeter of the square is _____.	15. The perimeter of the square is _____.	16. The perimeter of the square is _____.	17. The perimeter of the square is _____.	18. The perimeter of the square is _____.	19. The perimeter of the square is _____.	20. The perimeter of the square is _____.	21. The perimeter of the square is _____.	22. The perimeter of the square is _____.	23. The perimeter of the square is _____.	24. The perimeter of the square is _____.	25. The perimeter of the square is _____.	26. The perimeter of the square is _____.	27. The perimeter of the square is _____.	28. The perimeter of the square is _____.

Grade 7

42%	33%	75%	50%	50%	33%	87%	33%	58%	42%	25%	25%	42%	25%	17%	25%	58%	50%	42%	58%	58%	33%	17%	25%	75%
N1	N1	N8	N8	N4	N8	N7	N8	PR3	SS1	SS3	SS3	SS4	SS2	SS8	SP1	SP4	N8	N8	N8	N8	PR4	PR4	SS3	
1. In the number 7,014, the value of 7 is _____.	2. The value of 6 in the number 2,100,421,083 is _____.	3. Which of the following values is not a factor of 28? _____.	4. The first two multiples of 8 are _____.	5. Which of the following variables is prime? _____.	6. The shaded portion of the circle above represents _____.	7. The percent of the chart that is unshaded is _____.	8. Which of the following statements about the number line above is true? _____.	9. Calculate $(22 - 10) \div 2 \cdot 8 +$ _____.	10. The expression that represents the relationship between the input and the output values shown above is _____.	11. The perimeter of the rectangle is _____.	12. The area of the rectangle is _____.	13. The volume of the rectangular prism is _____.	14. The vertical angle that is not labeled is _____.	15. The value of the angle labeled x is _____.	16. The value of the angle labeled y is _____.	17. The value of the angle labeled z is _____.	18. The value of the angle labeled w is _____.	19. The value of the angle labeled v is _____.	20. The value of the angle labeled u is _____.	21. The value of the angle labeled t is _____.	22. The value of the angle labeled s is _____.	23. The value of the angle labeled r is _____.	24. The value of the angle labeled q is _____.	25. The value of the angle labeled p is _____.

Grade 8

100%	33%	0%	33%	33%	33%	0%	0%	33%	33%	0%	0%	33%	33%	0%	33%	33%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
N3	N4	N4	N5	N6	N6	N6	N6	N6	N6	N6	N6	N6	N6	N6	N6	N6	N6	N6	N6	N6	N6	N6	N6	N6	N6	N6	
1. The year in the number line above is _____.	2. The year in the number line above is _____.	3. The year in the number line above is _____.	4. The year in the number line above is _____.	5. The year in the number line above is _____.	6. The year in the number line above is _____.	7. The year in the number line above is _____.	8. The year in the number line above is _____.	9. The year in the number line above is _____.	10. The year in the number line above is _____.	11. The year in the number line above is _____.	12. The year in the number line above is _____.	13. The year in the number line above is _____.	14. The year in the number line above is _____.	15. The year in the number line above is _____.	16. The year in the number line above is _____.	17. The year in the number line above is _____.	18. The year in the number line above is _____.	19. The year in the number line above is _____.	20. The year in the number line above is _____.	21. The year in the number line above is _____.	22. The year in the number line above is _____.	23. The year in the number line above is _____.	24. The year in the number line above is _____.	25. The year in the number line above is _____.	26. The year in the number line above is _____.	27. The year in the number line above is _____.	28. The year in the number line above is _____.

Grade 9

80%	80%	40%	40%	20%	40%	40%	100%	80%	80%	40%	80%	40%	40%	20%	40%	40%	40%	40%	80%	20%	40%	40%	40%	80%	40%	40%	40%
N4	N6	N8	N8	N8	N7	N7	N7	PR2	PR2	PR2	PR2	PR2	PR2	PR2	SS3	SS8	SP2	SP2	N1	N1	N1	N1	PR2	SS1	SS4		
1. Which of the following ratios is equivalent to the ratio $40:167$? _____.	2. Multiply $76 \times 34 =$ _____.	3. Calculate $15^2 - 16^2 =$ _____.	4. Calculate $15^2 - 16^2 =$ _____.	5. Calculate $15^2 - 16^2 =$ _____.	6. Calculate $15^2 - 16^2 =$ _____.	7. Calculate $15^2 - 16^2 =$ _____.	8. Calculate $15^2 - 16^2 =$ _____.	9. Calculate $(4 - 2) \cdot (6 - 9) =$ _____.	10. Complete the ordered pair $(2, \quad)$ using the equation $y = 4x - 2$. _____.	11. The perimeter of the rectangle is _____.	12. Solve for x . _____.	13. Solve for x . _____.	14. Solve for x . _____.	15. Solve for x . _____.	16. Solve for x . _____.	17. The side length of a square that has an area of 64 is _____.	18. The side length of a square that has an area of 64 is _____.	19. The side length of a square that has an area of 64 is _____.	20. The side length of a square that has an area of 64 is _____.	21. The side length of a square that has an area of 64 is _____.	22. The side length of a square that has an area of 64 is _____.	23. The side length of a square that has an area of 64 is _____.	24. The side length of a square that has an area of 64 is _____.	25. The side length of a square that has an area of 64 is _____.	26. The side length of a square that has an area of 64 is _____.	27. The side length of a square that has an area of 64 is _____.	28. The side length of a square that has an area of 64 is _____.

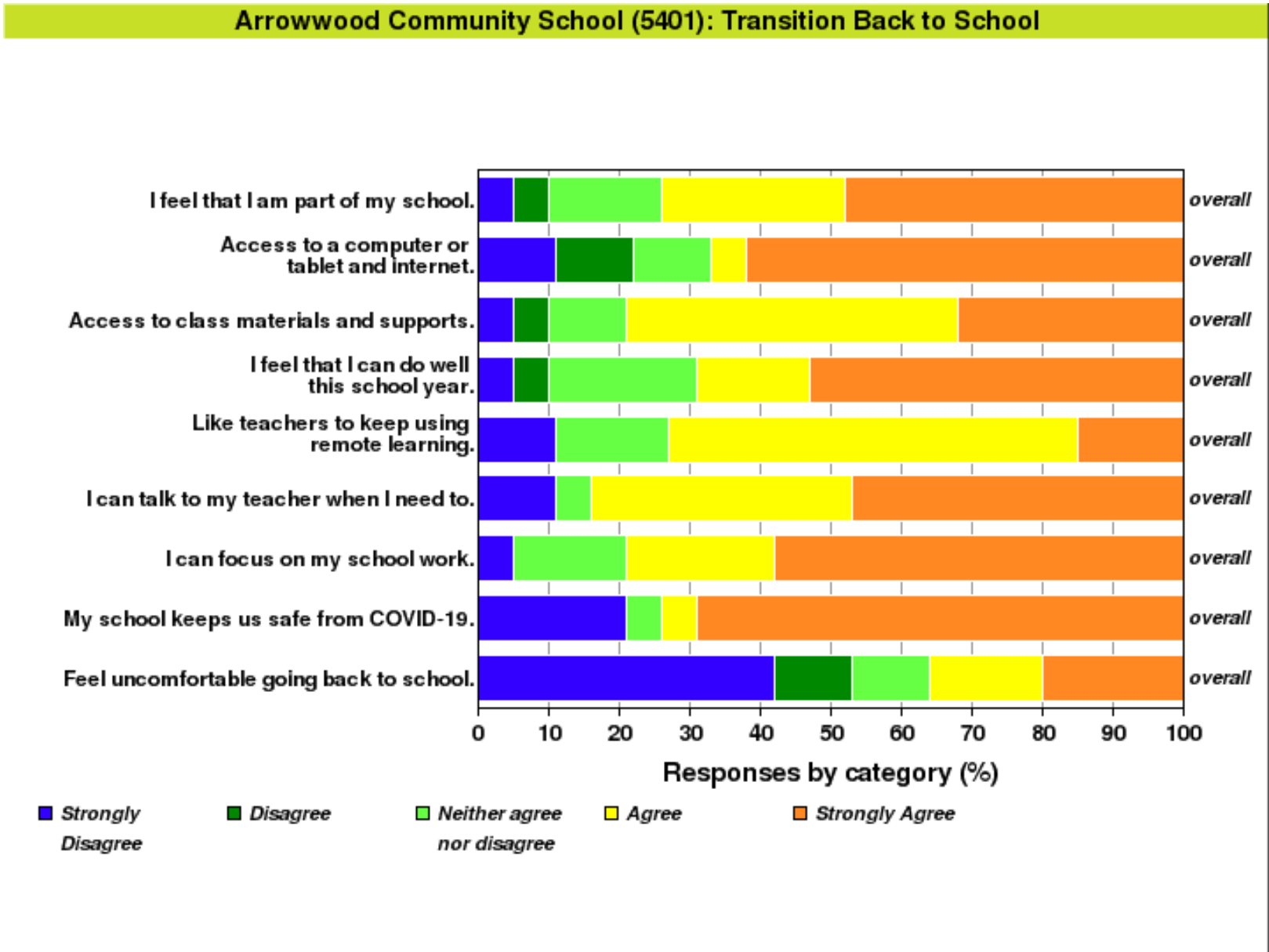
Math Strands Summary

	Number	Patterns & Relations	Shape & Space	Stats & Probability
Grade 2				
Grade 3	57%	33%	33%	66%
Grade 4	0	33%	0	50%
Grade 5	47%	50	80%	0
Grade 6	5%	0	25%	0
Grade 7	15%	0	25%	0
Grade 8	7%	25%	17%	0
Grade 9	54%	38%	0	0

Summary Comment:

This is the first year we have used this math test. Some students found it somewhat challenging as the test was administered by using a Google Form on their Chromebook computers. This test was given school wide during a time of high stress in schools due to Covid 19. Some students feel more comfortable using the traditional method. Although the data shows students underachieving, teachers have noted that students are showing success in the classroom on these concepts. As a teaching staff, we are making math an important area of focus and we will be conducting more professional development in the area of math.

OurSCHOOL Elementary – Snapshot for Transition Back to School



Jr. High OurSCHOOL Scrapbook Snapshots for the OurSCHOOL Survey can be found [HERE](#)

Priority 1: Numeracy/Literacy

Priority/Goal	Critical Evident/Data	Strategies
<p><i>To improve student's skills and achievements in numeracy and literacy.</i></p>	<p>Classroom diagnostics</p> <ul style="list-style-type: none"> - MIPI - Mathletics - Words their Way - Fountas and Pinnell - Fall and Spring Writing Assessment <p>Observations/Instructional Supervision</p> <p>Professional Development</p> <p>Professional Reading</p> <p>Professional Conversation</p>	<ul style="list-style-type: none"> ● Mathletics incorporated into daily/weekly math class ● Starting Jo Boaler Book Study – <i>Mathematical Mindsets</i> in January. ● Access to resources and PD through Ontario Association of Mathematical Education ● Implement common expectations for a numeracy-rich classroom ● Numeracy PD throughout the year (Teacher Convention, SAPDC, Palliser) ● Explore and implement opportunities for increased parental involvement to support numeracy at home. <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> ● Components of comprehensive literacy will be evident in classrooms and be visible in learning experiences (visible language and word walls, anchor charts, student samples, learning process and student choice in reading and writing). ● Language Arts programs will continue to build upon and incorporate reader's workshop, writer's workshop and word work for targeted skill development. ● Lucy Calkins Units of Study for reading and writing grades 1 – 6. Fountas and Pinnell Leveled Literacy Intervention. Along with Scholastic units of Literacy Place, Stepping Up ● Continue to utilize literacy resources in the school (Lucy Calkins, Literacy Place, Stepping Up, Book Clubs, 6+ 1 Writing Traits, and LLI) ● Integrate literacy skills and strategies into all other subject areas (vocabulary work, specific content area reading strategies, diagrams, dictionary use, note-taking, glossaries) ● Literacy PD ● Use technology to support students - audio, speech to text, text to speech, video, audiobooks, SoraApp, Mathletics ● Teachers will regularly conference with students to check in with their learning, provide guidance and give support ● Guided reading groups, organized using the F&P results and re-organized with check-ins. ● Provided students with the opportunity to read and write daily. ● Teachers review the F&P data to monitor student growth and celebrate gains.

Priority 2: Wellness

Priority/Goal	Critical Evidence/Data	Strategies
<p><i>To promote knowledge and understanding of mental and physical wellness.</i></p>	<p>OurSCHOOL Survey results</p> <p>Accountability Pillar results</p> <p>Mindfulness/Physical Activity WIG</p>	<ul style="list-style-type: none"> ● Staff parried with students of concern. Buddy List reviewed monthly. ● Engage students in daily/weekly classroom meetings and conversations around gratitude, diversity, perspective, problem solving, celebrations, compliments and sharing ● FSLC and Making Connections Worker working with students and staff. ● Siksika and LGM Liaison available for student and staff consultation ● Go To Educator, 4th R Program, Mental Health Curriculum, Calm being used daily/weekly. ● Implement SEL program in Grades 1 - 6 ● Consultation and support from Palliser Behaviour Specialist when needed. ● All students and staff part of Leadership Clubs to Sharpen the Saw, when mixing of cohorts is permitted. ● Health Champions Committee initiatives throughout the year. ● Active Bodies, Thriving Minds with Stephanie Wierl ● All students and staff striving to meet the school wide WIG (Wildly Important Goal) to increase their practice of mindfulness and physical activity. ● Daily Nutrition Program ● Being innovative to keep things “normal” and fun.

Celebrations

[Highlights of 2019 - 2020](#)

